



## Avanti House Primary School

## Curriculum Map 2020-2021

| Year 5                           | Autumn Term   |                         | Spring Term                           |                                    | Summer Term                              |                  |
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| Character virtues                | Intellectual  |                         | Moral                                 | Civic                              | Performance                              |                  |
| Real life opportunities          | <p><u>Sensory Garden/Playground</u> - to build on descriptions (<b>writing</b>), exploring plants and habitats in real life (<b>science</b>), exploring perimeter and area (<b>maths</b>), performance (<b>Aliens Landing, The Highwayman Poem</b>), forces - testing and exploring gravity/air resistance (<b>science</b>)</p> <p><u>Yoga room</u> - Performing while listening to highwayman poem to understand complex vocabulary, set up WW1 prompts and children have a guess as to what it may be/ what it was used for.</p> <p><u>Guess who</u> - an empty box - items to be put in. (science) properties of materials - place materials for children to investigate. (Writing) building on 5 senses for description. (reading) inferring skills</p> <p><u>Dragon's Den and STEM Project</u></p> <p>Science Space workshop via Zoom (Geobus)</p> |                         |                                       |                                    |  |                  |
| Avanti Values/British Values     | <b>Empathy</b><br>Democracy and the rule of law   | <b>Self-discipline</b>  | <b>Respect</b><br>Individual Liberty  | <b>Integrity</b><br>Mutual respect | <b>Courage</b><br>Tolerance of faiths    | <b>Gratitude</b> |
| Enrichment links ,class specific | Yom Kippur Assembly   | Christmas Carol Concert | Book Club for HA readers<br>STEM Fair | →<br>Dragon's Den                  | Music Festival with Harrow Music Schools | →                |

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| World Festivals/days  | <b>Rosh Hashanah, Yom Kippur</b><br><b>Remembrance Day</b><br><b>Diwali</b><br><b>Guru Nanak's birthday</b><br><b>Chanukah</b><br><b>Christmas</b>  |                         | <b>Holocaust Memorial</b><br><b>Appearance of Sri Nityananda</b><br><b>World Book Day</b><br><b>Gaura Purnima</b><br><b>Easter</b>  |  | <b>Ram Navami</b><br><b>Narasimha Chaturdasi</b><br><b>Multi Faith Art Week</b><br><b>International Yoga Day</b> |  |
| Educational Visits including in house workshops   | <b>Science Space workshop via Zoom (Geobus)</b>   |                         | <b>Houses of Parliament (Democracy and the rule of law) TBC</b>   |  | <b>PGL: Weekend Residential (Courage) TBC</b>  |  |
| Core Texts  | <b>Oliver Twist by Charles Dickens.</b>   | <b>The Street Child</b> | <b>Aliens Landing Literacy Shed</b>   | <b>The Highwayman Poem</b><br><br><b>The Piano</b> | <b>The Indian in the cupboard.</b>   | <b>War Horse By Michael Morpurgo</b>   |
| <b>GPS</b><br><br><i>(Lessons to be covered within the input teaching of writing lessons/ or discrete 30 minute lessons weekly)</i> | Revision of YR 4 GPS concepts. More able children to look at applying these independently and accurately within their writing<br><br><i>E.g. Fronted adverbial phrases, apostrophes for singular and plural possession, speech rules etc.</i> | →                       | Beginning of year 5 GPS concepts.<br><br>The core concepts we will be teaching and emphasising on are: <ul style="list-style-type: none"> <li>- Relative clauses</li> <li>- Adverbial phrases</li> <li>- Cohesion</li> <li>- Modal Verbs</li> </ul> | →  | →  | Re- consolidation of year 5 GPS concepts (Interventions for those who need more practise)<br><br>Children will be monitored in how independently and accurately they can |

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|         | Weekly spellings covering year 3 and 4 common expected words to consolidate spelling rules.   | Weekly spellings begin with year 5/6 common expected words. Weekly by week children will focus on a spelling rule and practise it through words as part of homework.  | <ul style="list-style-type: none"> <li>- Brackets and dashes for parenthesis</li> <li>- Commas to avoid ambiguity</li> <li>- Précising longer paragraphs</li> </ul>   |   |  | <p>use year 5 GPS concepts in their weekly big writes</p> <p>Reconsolidation of year 5 spelling rules and common expected words</p>   |
| English | <p><b><u>We will be focussing on:</u></b></p> <p><b>Key text: Oliver Twist</b></p> <p><b>Fiction</b><br/>Writing diary entries from characters point of view<br/><i>P &amp; A - Empathy – showing empathy towards characters and Describe – details pf person, place or thing.</i></p> <p><b>Non-Fiction</b><br/>Non-chronological report for Oliver Twist – missing person’s report.<br/><i>P &amp; A Inform – to tell a reader about something.</i></p> <p><b>Non-Fiction</b><br/>Write a non-chronological report linked to Earth in space.<br/><i>P &amp; A – Explain to make clear why or how something works.</i></p> | <p><b><u>We will be focussing on:</u></b></p> <p><b>Key text: The Street Child</b></p> <p><b>Fiction</b><br/>Character descriptions<br/>Character studies<br/>Diary entries<br/>Writing an alternative ending to the book<br/><i>P &amp; A Entertain to make the reader enjoy reading.</i></p> <p><b>Fiction</b><br/>Writing informal letters in role of characters<br/><i>P &amp; A Empathy – showing empathy towards characters Inform – to tell a reader about something.</i></p> <p><b><u>Guided reading:</u></b></p> | <p><b><u>We will be focussing on:</u></b></p> <p><b>Key text: Aliens Landing</b></p> <p>Descriptive writing including building atmosphere</p> <p>Writing their own fantasy story linked to Aliens Landing</p> <p><i>P &amp; A Entertain to make the reader enjoy reading.</i></p> <p><b>Non Fiction</b><br/>Gustav Holst Biography<br/>Explanation text<br/><i>P &amp; A Describe to give details about a person, place or thing.</i></p> <p><b><u>Guided reading:</u></b><br/><b>comprehension/summarising/ vocabulary building/ retrieval/ inferring/</b></p> | <p><b><u>We will be focussing on:</u></b></p> <p><b>Key text: The Piano</b></p> <p>Non Fiction</p> <p>Flashbacks / recounts</p> <p><i>P &amp; A Entertain and Inform</i></p> <p><b>Key text: The Highwayman</b></p> <p>Poetry</p> <p>Write their own story based on the characters.</p> <p><i>P &amp; A Entertain</i></p> | <p><b><u>We will be focussing on:</u></b></p> <p><b>Key text: The Indian in the Cupboard</b></p> <p>Writing own chapter for the novel (pausing in the middle of the text)</p> <p>Comparing character personalities and writing character descriptions.</p> <p>Persuasive letter to main character</p> <p><b><u>Guided reading:</u></b><br/><b>comprehension/summarising/ vocabulary building/ retrieval/ inferring/ predicting</b></p> | <p><b><u>We will be focussing on:</u></b></p> <p>Newspaper Articles on scenes from the text</p> <p>Persuasive writing based on the role of the character</p> <p>Debates on events from the text as well as debating the characters.<br/>Good v bad</p> <p><i>(Courage linked to WW1)</i></p> <p><b><u>Guided reading:</u></b><br/><b>comprehension/summarising/ vocabulary building/ retrieval/ inferring/ predicting</b></p> |

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|         | <p><u>Guided reading:</u><br/><b>comprehension/summarising/ vocabulary building/ retrieval/ inferring/ predicting</b></p> <p><u>Activities:</u> ↓<br/>Comprehension questions/<br/>Hot seating/<br/>Conscience alley/<br/>Roll on the wall/<br/>Looking at test style questions</p>   | <p><b>Vocabulary</b> – effects of language used by author</p> <p><b>Hot seating</b> – asking questions</p> <p><b>Comprehension questions</b></p> <p><b>Inferring character's thoughts/motives/actions</b></p>  | <p><b>predicting</b></p> <p><u>Activities:</u> ↓<br/>Comprehension questions/<br/>Hot seating/<br/>Conscience alley/<br/>Roll on the wall/<br/>Looking at test style questions</p> <p><a href="https://www.literacysshed.com/manonmoon.html">https://www.literacysshed.com/manonmoon.html</a></p>  | <p><u>Guided Reading:</u><br/><b>reading and comprehension/ Performing adverts/ debating</b></p>   | <p><b>Assessment of these in focussed comprehensions</b></p>   |
| Maths   | <p><b><u>Number</u></b></p> <p>Place value, addition, subtraction, multiplication, division, fraction, algebra, ratio, proportion.</p>  |  | <p><b>Measurement, Money</b></p> <p>Capacity, Length, Height, Mass, temperature, less than, more than symbols, position, direction, time,</p>  | <p><b>Geometry and statistics</b></p> <p>properties 2D 3D, nets, shape, charts, pictograms, Carol diagrams, Venn diagrams, tally charts, pie charts, line graphs, mean, range and mode, coordinates</p>  |  |
| Science | <p><b>Earth and Space</b></p> <p>We will be learning about <b>Earth and Space</b> for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Earth and Space we will be learning about:</p> <ul style="list-style-type: none"> <li>• Movement of earth, moon and other planets</li> <li>• Night and Day</li> </ul> | <p>We will be learning about <b>Forces</b> for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Forces we will be learning about:</p> <p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>• How unsupported objects fall towards the Earth because of the force of gravity.</li> </ul> | <p><b>Properties and changes of material</b></p> <p>We will be learning about <b>Properties and Changes of Materials</b> for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Properties and Changes of Materials we will be learning about:</p> <ul style="list-style-type: none"> <li>• Properties &amp; Solubility</li> <li>• Separating mixtures</li> </ul> | <p><b>Living things and their habitats</b></p> <p>We will be learning about <b>Living things and their habitats</b> for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. Some of what the Children will do are:</p> <ul style="list-style-type: none"> <li>• Finding out about the functions of the parts of a flower, including reproduction</li> <li>• Label and dissect the parts of a flower.</li> <li>• Discover the ways in which plants 'clone' themselves</li> </ul> | <p><b>Changes and reproduction</b></p> <p>We will be learning about 'changes and reproduction for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• recognise the stages of growth and development in humans.</li> <li>• know the stages in the gestation period of humans and compare them to other animals.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Describing the sun, earth and the moon as spherical bodies</li> </ul> | <ul style="list-style-type: none"> <li>• The effects of air resistance, water resistance and friction.</li> <li>• Mechanisms, including levers, pulleys and gears</li> </ul> | <ul style="list-style-type: none"> <li>• Thermal conductivity</li> </ul> <p>Individual Liberty – Children will use freedom of choice to pick an investigation and carry it out relating to properties and their materials. They will also use freedom of choice to decide who is correct and why and ensure they have their say when looking at concept cartoons.</p> | <ul style="list-style-type: none"> <li>• Learn about some of the ways in which different types of animal reproduce,</li> </ul> <p>Mutual Respect – how are animals being respected? In the same way as humans? Respect for their habitats and environment<br/> (Integrity – Jane Goodall’s work revolved a lot around her having integrity to help animals)</p> | <ul style="list-style-type: none"> <li>• recognise the stages of development during childhood and understand the needs of children at those stages.</li> <li>• understand the initial changes inside and outside of the body during puberty.</li> <li>• know the changes that occur during puberty and how they differ for boys and girls.</li> <li>• understand how the body changes during adulthood and old age.</li> </ul> |
|  | <b>Theme: Relationships</b>  |  | <b>Theme: Living in the Wider World</b>   |   | <b>Theme: Health and Wellbeing</b>   |

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| <p>PSHE and character Development</p> | <p><b>Families and friendships:</b><br/>Managing friend- ships and peer influence</p> <p><b>Safe relationships:</b><br/>Physical contact and feeling safe</p> <p><b>Character formation: <u>helpfulness</u></b><br/>Helpfulness in Your Family</p> <p><b><u>Friendliness:</u></b><br/>What are my friends interested in?</p> <p><b><u>Courtesy:</u></b><br/>A courteous debate</p> <p><b><u>Forgiveness:</u></b> positive role models</p> | <p><b>Respecting ourselves and others:</b> Responding respect- fully to a wide range of people; recognising prejudice and discrimination</p> <p><b>Character formation: <u>kindness</u></b><br/>Cruel to be kind</p> <p><b><u>Fairness:</u></b> seeing another point of view</p> <p><b><u>Respect:</u></b><br/>Tricky discussion questions, similarities and differences</p> | <p><b>Belonging to a community:</b><br/>Protecting the environment; compassion towards others</p> <p><b>Money and work:</b> Making decisions about money; using and keeping money safe</p> <p><b><u>Character formation: <u>Caring</u></u></b><br/>Caring for Our Community: Understanding Dementia</p> <p><b><u>Cooperation:</u></b><br/>Understanding Aesop's Tale: The Bundle of Sticks</p> | <p><b>Physical health and mental wellbeing:</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><b>Growing and changing:</b><br/>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p><b>Character formation: <u>Cleanliness</u></b><br/>No smoking</p> <p><b><u>Patience:</u></b><br/>Patient snowflakes</p> <p><b><u>Honesty:</u></b> being tactful</p> | <p><b>Keeping safe:</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p><b>Character formation: <u>Courage</u></b><br/>Facing our fears</p> <p><b><u>Determination:</u></b><br/>People who inspire us</p> <p><b><u>Self-discipline:</u></b> knowing the limits</p> |
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|  |  |  | <p><b><u>Gratitude:</u></b><br/>Where did that<br/>come from?</p> |  |  |  |
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| <p>History</p>   | <p><b><u>The Victorians (Home project)</u></b></p> <p>This unit is covering various aspects of Victorian life and society, including leisure, health and disease, the Industrial Revolution, inventions and, of course, the life of Queen Victoria herself, these five lessons offer your class a great overview of the Victorian era.</p> <p>Individual liberty – how there was not much of this during this period of time</p> <p><b><u>Crime and Punishment (Home project)</u></b> (Democracy and the rule of law – the entirety of the unit will focus on democracy and law during each period of time)</p> <p>We will be focussing on how crime and punishment has changed throughout the ages. Beginning with the Romans and travelling right through to the present day, we will discover how changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished.</p> |   | <p><b><u>WW1</u></b></p> <p>This unit will cover what life was like for children during the war, discover the countries of the allies and the axis, make a gas mask, listen to wartime music, make a rationed recipe and so much more!</p> <p>(Courage linked to WW1)</p>  |
| <p>Geography</p> |  | <p><b><u>Natural Resources (AUT 2)</u></b></p> <p>How do we use the land in Britain? What natural resources do we use to produce energy? What renewable natural resources do we use? How are products such as concrete, glass, wood and steel produced and traded?</p> <p>(Respect – How much are we respecting our natural resources and environment?)</p> | <p><b><u>USA Road Trip</u></b></p> <p><b>This term we will be learning:</b></p> <ul style="list-style-type: none"> <li>• How communities are created and how different ethnic backgrounds can live alongside each other.</li> <li>• The impact of human behaviour and urban development on the environment.</li> <li>• The role nature plays in Native American cultures.</li> <li>• How religion can shape the country.</li> <li>• The effect of American Culture of the rest of the world, particularly in music and art.</li> </ul> <p>Gratitude – How citizens are thankful to history played in the country to make it what it is today. Independence day, thanking soldiers, the role of religion – this role of religion is in collaboration to tolerance of faith – we will be exploring the religion of the country in depth.</p> |
| <p>Art</p>       | <p><b><u>Street Art (AUT 2)</u></b></p>  | <p><b><u>People in Action</u></b></p>   | <p><b><u>North American Art</u></b></p>  |



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|           | <p>Find out all about the many varied forms of art in public spaces, and develop their own ideas for quick, colourful, eye-catching, humorous or satirical pieces of street art through sketching and annotating. Discuss how street art polarises opinion, when and where it is acceptable, and how it can improve or damage public spaces.</p> | <p>These lessons give children a fascinating insight into movement art, looking at the work of various artists and famous artwork as well as giving them the chance to create a variety of their own artwork of 'people in action'.</p>  | <p>Explore the amazing and varied art of North America with this informative and engaging scheme of work for Year 5/6</p>  |                                  |                               |
| DT        |  | <p><b><u>Moving Toys</u></b></p> <p>Discover how different shaped cams can alter the movement of the follower and how to create a sturdy structure using a variety of tools and techniques. Your toymakers will then have the chance to design, make and evaluate their own moving toy with a cam mechanism.</p> | <p><b><u>Rationed Recipe</u></b></p> <p>Children will have the chance to make their own rationed recipe looking at historical evidence of what was available at the time of WWI.</p> |                                  |                               |
| Computing | <p><b><u>iSafe</u></b><br/>(The rule of Law – the unit will</p>  | <p><b><u>i-Web</u></b></p>   | <p><b><u>iProgram</u></b></p>  | <p><b><u>Programming</u></b></p> | <p><b><u>Blogging</u></b></p> |

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|                                 | <p>cover the laws behind inappropriate use of the internet)</p> <p>In this unit children will explore the key aspects of e-safety including how and why we communicate, methods of communication, sharing information using new technologies, trusting online information, keeping personal information private and cyber bullying.</p> | <p>Pupils will explore how the world wide web allows people to connect, work together and share information and resources and develop a conceptual understanding of the web.</p>  | <p>This unit of work returns to the visual programming language scratch. Using the context of games development the children explore computational creation by designing games and explore the concepts of conditionals and data, iteration and incremental development.</p>       | <p>For this unit of work the children will be looking at the visual programming language of Scratch.</p> <ul style="list-style-type: none"> <li>Using the context of games development the children explore computational creation by designing games.</li> <li>They will also explore the concepts of conditionals data, iteration and incremental development.</li> </ul> | <p>This unit will enhance children's digital literacy. They will explore the 'blogging and vlogging world', with aiming to write their own blogs based on exciting experiences and opportunities during their time in year 5.</p>                            |  |
| <p>Music</p>                    | <p style="text-align: center;"><b><u>Music (Harrow music)</u></b></p> <p style="text-align: center;"><b><u>Ukulele Skill Development/Recorders</u></b></p> <p>Uke skills – Pluck simple melodies read from stave.<br/>Chords (minimum) C, C7, F, G7</p> <p>Recorders - Recorder skills- minimum notes<br/>BAG CD ED</p>                 |   | <p style="text-align: center;"><b><u>Music (Harrow music)</u></b></p> <p style="text-align: center;"><b><u>Melodic Composition - Recorders/Ukulele</u></b></p> <p>Small group compositions using recorders/ukulele/voices/body perc/class perc Awareness of form and structure</p> |   | <p style="text-align: center;"><b><u>Music (Harrow music)</u></b></p> <p style="text-align: center;"><b><u>African Drumming</u></b></p> <p>Layering rhythms<br/>Improvising<br/>Singing and playing simultaneously<br/>Inclusion of recorder and ukulele</p> |  |
| <p>PE/health and wellbeing.</p> | <p><b><u>Physical Education</u></b></p> <p><b><u>Aut 1: Dance</u></b></p> <p>To practise and perfect Victorian playground dance, working on their own, with a partner and in a group.</p>   | <p><b><u>Physical Education</u></b></p> <p><b><u>Aut 2: Athletics</u></b></p> <p>To develop consistency of their actions in the jumping events e.g. stand long jump.</p> <p>To experiment with different running styles by developing the</p> | <p><b><u>Physical Education</u></b></p> <p><b><u>Gymnastics</u></b><br/>In PE we will be focusing on gymnastics and creating sequences to perform for an audience</p>  | <p><b><u>Physical Education</u></b></p> <p>Focusing on coordination, strategies and teamwork</p> <p><b><u>Moral – Respect by developing</u></b></p>   | <p><b><u>Physical Education</u></b></p> <p><b><u>Invasion Games</u></b></p> <p>In PE we will be developing skills for invasion games. We will plan and focus on co-ordination and developing teamwork and good sportsman</p>                                 | <p><b><u>Physical Education</u></b></p> <p>In PE we will continue to focus on athletics and cricket.</p> <p><b><u>Intellectual – Autonomy in working independently to improve techniques</u></b></p> |

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|  | <p>To perform dances expressively using a range of performance skills.</p> <p>To begin to use compositional principles when creating motifs, phrases and sections of dances.</p> <p>To begin to compose dances by using, adapting and developing steps and formations.</p> <p>To combine and perform movement ideas with some accuracy.</p> <p><i>(Recovering curriculum, addressing issues as a result of lockdown restrictions: loss of functional capacity, anxiety, bereavement, trauma or stress, suffering from isolation).</i></p> <p><b><u>Moral</u> – Empathy of dance from different historical and cultural origins</b></p> | <p>consistency of their running technique.</p> <p>To recognise and begin to use appropriate techniques for specific events.</p> <p>To increase the number of techniques they use for throwing.</p> <p>To develop consistency of their actions.</p> <p><i>(Recovering curriculum, addressing issues as a result of lockdown restrictions: loss of functional capacity, lacking movement competence, suffering loneliness, lack of motivation and confidence)</i></p> <p><b><u>Intellectual</u> – Autonomy in working independently to improve techniques</b></p> <p><b><u>Performance</u> – Perseverance in trying</b></p> | <p>use a wider range of body shapes and actions explore more difficult ways to perform show as much control and precision as possible</p> <p><b><u>Moral</u> – Courage to perform to an audience</b></p> <p><b><u>Performance</u> – Teamwork working in pairs or small groups for shared outcome</b></p> <p><b><u>Meditation</u></b></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><b><u>Yoga</u></b></p> | <p><b>good sportsmanship</b></p> <p><b><u>Performance</u> – Teamwork working in larger groups</b></p> <p><b><u>Meditation</u></b></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><b><u>Yoga</u></b></p> <p>Sarvangasana, as well as halsana and matsyasana. Use of suryanamaskar as a warm up.</p> <p>Pranayama: Nadi Shuddi.</p> | <p>ship through ball games including netball.</p> <p><b><u>Moral</u> – Integrity in making honest decisions and accurate judgements (Intellectual)</b></p> <p><b><u>Civic</u> – Citizenship working for the greater good of the team</b></p> <p><b><u>Meditation</u></b></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><b><u>Yoga</u></b></p> <p>Bhujangasana, salabhasana and dhanurasana preparation and practise.</p> | <p><b><u>Performance</u> – Perseverance in trying to improve performance</b></p> <p><b><u>Meditation</u></b></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><b><u>Yoga</u></b></p> <p>Recap asana and meditation from past terms:</p> <p>Bhujangasana, salabhasana and dhanurasana preparation and practise.</p> <p>Use of suryanamaskar as a warm up.</p> <p>Pranayama: Nadi shudi and kapalbhaati</p> <p>Niyama: saucha, santosh, tapas, swadhyaya, ishwarprani dhan.</p> |
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|     | <p><a href="#">Civic – Volunteering to perform and share</a></p> <p><b><u>Meditation</u></b></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><b><u>Yoga</u></b></p> <p>As well as building on their asana/postures. From this year we will have more emphasis on pranayama and meditation. Children will work on stillness and to be able to learn how ‘switch off’</p> <p>Follow visualisation meditation. Stillness.</p> | <p><a href="#">to improve performance</a></p> <p><b><u>Meditation</u></b></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><b><u>Yoga</u></b></p> <p>Children to work on more challenging asana:</p> <p>Work on shoulder and back extensions.</p> <p>Eight Limbs @ Yama &amp; Niyama</p> <p>Pranayama: Bhastrika</p> | <p>Begin halasana and matsyasana preparation and practise. Use of suryanamaskar as a warm up.</p> <p>Pranayama: Nadi Shuddi.</p> <p>Yama: ahimsa, satya, asteya, brahamachya, aparigraha.</p> <p>Focus more on visualisation, meditation and stillness</p> | <p>Yama: ahimsa, satya, asteya, brahamachya, aparigraha.</p> <p>Focus more on visualisation, meditation and stillness</p>   | <p>Use of suryanamaskar as a warm up.</p> <p>Pranayama: Nadi shudi and kapalbhaati</p> <p>Niyama: saucha, santosh, tapas, swadhyaya, ishwarprani dhan.</p> |  |
| PRE | <p><b><u>Focus: Creation &amp; Destruction</u></b></p> <p>Pupils will learn about the various creation stories from Hindu, Christian and</p>   | <p><b><u>Focus: Symbols, their meaning and significance</u></b></p> <p>Pupils will learn what symbols are and how</p>   | <p><b><u>Focus on – Respect &amp; Integrity</u></b></p> <p>Know core Vaishnava beliefs and common wisdom about the importance of good company.</p>   | <p><b><u>Focus on – THE MAHABHARATA AND LEADERSHIP</u></b></p> <p>Pupils will learn the basic structure of the Mahabharata, through drama, multimedia, story-</p> |  |  |

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|  | <p>Shamanist (or other tribal faith world view) and compare these with the scientific knowledge of the Big Bang. In particular, pupils will discover how Krishna appears in different forms as Vishnu, Shiva and Brahma and that each has a particular function within the Vedic cosmology. This is an interesting unit inspiring deep questioning and an opportunity to explore faith and fact, as well as consider questions about the meaning of life. Pupils will also explore real life and contemporary examples of birth and death, creation and destruction (environmental issues, Tsunamis, natural and man made disasters) and create a project that shows synthesis from research, knowledge acquisition and creative presentations.</p> | <p>they are used in human life, as both indicators of belief, as expression of experience and material form (through arts) and as mediator to other forms of reality (for example, language is a symbol for reality...the word table indicates what the object is, although it is not the same thing). Pupils will explore a variety of symbols from different religions. They will need to know the importance of symbols in the Vaishnava tradition, in particular that Krishna as a word is not dissimilar to the all attractive Divine form Krishna.</p> | <p>They will also explore and apply the concept of Sanga and how this relates to spiritual practice, in particular, the discussion of scripture and chanting Krishna's names. Understand and apply the prohibitions around criticising and upsetting others. Identify and explain the key choices one may make in contemporary life with respect to association, and evaluate the potential and respective consequences. Identify and re-tell stories from Vaishnava scriptures that illustrate the importance of making wise choices. Explore and evaluate the concept and role of a Guru and of Sanga in general, within the lives of Srila Prabhupada and one living Chaitanya Vaishnava.</p> | <p>telling, story reading, research and the arts (including performance and dance).</p> <p>Part 1: will teach pupils about leadership, with an examination of the main characters in the story. Pupils will learn about other great leaders in human history. They will know and understand what makes a good leader and what makes an outstanding one; through a character study. Pupils will learn about the three gunas and apply this to their own lives and the lives of the characters in the story.</p> <p><b><u>Continuing with the Mahabharata</u></b>, pupils will discuss the context of the BG and Arjuna's dilemma, relating to more contemporary issues and situations in school and the wider world.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>describe the message of the Bhagavad Gita.</li> <li>analyse why Krishna breaks his promise.</li> <li>analyse how attitude affects learning.</li> <li>analyse different prayers.</li> </ul> |
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| Sanskrit | <p>Revision of vowel sounds and written vowels.</p> <p>Short and long vowels<br/>Basic words with known letters.</p> <p>Learn the basic consonants.</p> <p>Basic Conversation &amp; questions.<br/>Versus 1-3 Bhagavad Gita.</p> | <p>Numbers up to 70<br/>Learning about Halantas<br/>Naming Animals.<br/>Basic Conversation-<br/>Asking questions of who and what.<br/>Versus from the Bhagavad Gita.</p> | <p>Prayer: Kasturi Tilakam - singing and understanding meaning.<br/>Speaking, reading and writing in Sanskrit.<br/>Classroom Expressions: listening, speaking, reading and writing in literation and Sanskrit.<br/>Animals in Sanskrit.</p> | <p>Prayer: Kasturi Tilakam - singing and understanding meaning.</p> <p>Speaking, reading and writing in Sanskrit.</p> <p>Classroom Expressions: listening, speaking, reading and writing in literation and Sanskrit.</p> <p>Animals in Sanskrit.</p> | <p>Pupils will be learning the following:</p> <p>A new verse recital, practice correct pronunciation, translation and discussion.</p> <p>Reading practice - adding r to consonants.</p> <p>Writing sentences.</p> <p>Changing 3rd person verb endings to first person.</p> <p>Introduce the hook and practice applying it. Practice verb endings.</p> <p>Learn where to place hook, make 3 word sentences with fruits, practice vocabulary.</p> <p>Learn special Sanyogas and apply, start unit 9-colours,</p> |
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|  |  |  |  |  | <p>revise all colours. Reading practice.</p> <p>Prepare for final story in Sif3, read final story.</p> |
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